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ABSTRACT

The Kansas Internship Plan provides that beginning July 1, 1989, all teachers in Kansas with zero years of teaching experience will be required to successfully complete an internship year prior to their receiving five-year certification. Each intern will be assigned to an assistance committee of professional educators consisting of at least one senior teacher and one administrator, who will assist, support, and assess the intern throughout the year. Committee members will receive formal training in both the assistance and assessment components of the program. A single assessment instrument will be used to provide a standardized statewide process for the evaluation of the teaching performance of each intern. The Internship Program will be implemented in four phases which began July 1, 1985 and are scheduled to conclude June 30, 1990. Interns will receive support, advice, and training designed to improve their classroom performance on selected teaching behaviors. An overview is presented of the program operation, its purpose and objectives, and the roles and responsibilities of the participants. Appendices contain a list of the members of the State Advisory Committee for the Internship Program, House Resolution Number 5087, and a chart of the assistance-assessment cycle. (JD)

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THE KANSAS INTERNSHIP PLAN

Revised
November, 1986

The Kansas Internship Plan **was prepared by the Certification, Teacher Education, and Accreditation Section of the Kanas State Department of Education. For additional information contact:**

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FOREWORD

The successful induction of beginning teachers into the profession has long been a concern of those who prepare and employ teachers. For many years school building administrators in strong and effective schools, with the support of the teaching staff, have assigned the "best" teacher to assist the first-year teacher. That informal helping arrangement is common among many but not all schools. Two recent national reports, *A Nation Prepared: Teachers for the 21st Century* by the Carnegie Foundation and *Tomorrow's Teachers* by the Holmes Group, address the need for clinical experiences for beginning teachers and for evaluations across multiple domains of teacher competence.

The Kansas Internship Program is a statewide program designed to meet the need for a systematic, developmental, competency-based approach to the induction of beginning teachers into the profession. A major objective of the program is to assist the beginning teacher to acquire or improve teaching knowledge and skills which are essential to successful entry into the profession. Another important objective is to protect the public interest by establishing that the beginning teacher can perform at an acceptable level of professional practice.

The emphasis in the Kansas Internship Program on a continuum of planned professional growth experiences, beginning with student teachers' preparation and carrying though the first-year experience, serves to enhance the quality of teaching in Kansas schools.

Harold Blackburn
Commissioner of Education

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I. INTRODUCTION

The Internship Plan provides that beginning July 1, 1989, all teachers in Kansas with zero years of teaching experience will be required to successfully complete an internship year prior to their receiving five-year certification. Each intern will be assigned to an assistance committee of professional educators who will assist, support, and assess the intern throughout the year. At least one senior teacher and one administrator will serve on the assistance committee. Assistance committee members will receive formal training in both the assistance and assessment components of the program. A single assessment instrument will be used to provide a standardized statewide process for the evaluation of the teaching performance of each intern. The internship program will be implemented in four phases which began July 1, 1985 and are scheduled to conclude June 30, 1990. Interns will receive support, advice, and training designed to improve their classroom performance on selected teaching behaviors.

All components of the Kansas Internship Program have been and will continue to be reviewed, evaluated and revised throughout the five-year implementation process (July 1, 1985 - June 30, 1990). The State Advisory Committee for the Internship Program (See Appendix A), which includes teachers and administrators from local education agencies and representatives from Kansas teacher education institutions, will be involved in all levels of program development.

II. DEVELOPMENT OF THE KANSAS INTERNSHIP PROGRAM

Background:

The Kansas Internship Program is one of several initiatives taken by the State Board of Education to improve the quality of teacher preparation in Kansas. The State Board formally endorsed the use of an internship program for first-year teachers when it adopted the Comprehensive Teacher Preparation and Development Program in May, 1982. Following a year of planning, the State Board adopted the Kansas Internship Plan in March, 1983. In 1984, the State Legislature adopted House Concurrent Resolution 5087 (See: Appendix B), which directed the State Board of Education to develop an intern year program for beginning teachers with a projected plan for its implementation and maintenance.

General Description:

The Kansas Internship Plan, which was revised and approved by the State Board of Education in November, 1985, includes the following programmatic elements: The Internship Program will be required of all first-year teachers who 1) have completed student teaching as a component of their teacher education programs, 2) are employed by an accredited education agency, and 3) are under contract on a half-time or more basis. Substitute teachers will be exempt from the internship program. Other exceptions to the internship program will be granted only on the recommendations of the Certification Review Committee or the Special Certificate Committee and the approval of the State Board of Education.

The intern will be issued a one-year certificate valid for serving an internship. This one-year certificate will be renewable only under extenuating circumstances. Upon successful completion of the internship, the individual will be issued an initial five-year certificate. A successful intern will receive credit for one year's teaching to be counted toward tenure.

Each intern will be assigned to an assistance committee of professional educators who will assist, support, and assess the intern throughout the year. The assistance committee will be comprised of at least one senior teacher and one administrator who have undergone formal training to both assist and assess the intern. Interns will receive support, advice, and training designed to improve their classroom performance. A single assessment instrument will be used to provide a standardized statewide process for the evaluation of the teaching performance of each intern.

Plan of Implementation:

The Kansas Internship Program is being implemented in four phases which began July 1, 1985 and are scheduled to conclude June 30, 1990. These phases are described below:

Phase I: DESIGN PHASE (July 1, 1985 - June 30, 1986)

The Kansas State Department of Education staff, with the assistance of the State Advisory Committee for the Internship Program, and the Center for Educational Testing and Evaluation (CETE) at the University of Kansas, completed the two major projects called for in Phase I of the Kansas Internship Plan. The two projects entailed development of the assessment instrument and design of the training program.

1) *Development of the Assessment Instrument:*

In May, 1986, the State Board of Education approved 141 "teaching behaviors" to be used in the development of the internship assessment instrument. These teaching

behaviors were selected from those identified in an extensive review of over 200 resource documents provided by state departments of education, regional laboratories, national research centers, school districts, and other professional literature. The original list of compiled behaviors was sent to a sample of Kansas beginning and experienced teachers and administrators selected from all high schools, junior and middle schools and half the elementary schools in the state. 1,171 educators responded and rated the behaviors in terms of job relatedness. Subsequently, in the spring of 1986, the State Advisory Committee reduced the list of behaviors to 141 statements to form the basis for the assessment instrument.

The first drafts of the assessment instrument, called the *Kansas Internship Assessment Inventory,* and the accompanying User's Manual, which will guide the assistance committee in the use of the inventory, were developed by the Center for Educational Testing and Evaluation in June, 1986. During the 1986-1987 school year, the Internship Assessment Inventory is to be validated for its relevance to teaching and then field tested in a small pilot study.

2) *Design of the Training Program*
In the Spring of 1986, a sub-committee of the State Advisory Committee and the State Department of Education staff developed the guidelines for the training program for persons serving on the assistance committees for the intern teachers.

The training programs from four states were reviewed in detail for possible adoption for the Kansas training component. A feature strongly endorsed by the Kansas subcommittee was the importance of designing a plan for training all assistance committee members to conduct reliable assessments. To provide fair and consistent observations of the interns, all assistance committee members must use the assessment instrument in the same manner. The primary purpose of the assistance committee training component is to ensure this consistency.

Phase II: DEVELOPMENTAL PHASE (July 1, 1986 - June 30, 1987)

The 1986 Legislature approved funding during the 1986-1987 school year which will allow for the field testing and review of the Kansas Internship Assessment Inventory, the completion of the User's Manual to accompany the Assessment Inventory, and the development of the assistance committees' training program. Other activities for Phase II will include a statewide needs assessment of beginning teachers and the identification of sites for the two-year pilot of the assessment and assistance components of the Internship Plan.

Phase III: PILOT PHASE (July 1, 1987 - June 30, 1989)

The pilot phase of the Internship Program is scheduled for school years 1987-1988 and 1988-1989. During this time the program will be field-tested, and a data base will be formed from which to proceed in the future. The pilot project sites will include small and large districts, urban and rural communities, and private and public schools. Funding will be provided to those local educational agencies selected to participate in the pilot projects.

Phase IV: IMPLEMENTATION PHASE (May 1, 1989 - June 30, 1990)

Full implementation of the Kansas Internship Program is scheduled for July 1, 1989. In Phase IV, one-year intern certificates will be issued to all interns who must successfully complete the internship year before they are issued an initial five-year teaching certificate.

III. TENETS BASIC TO THE KANSAS INTERNSHIP PROGRAM

1. Full funding by legislative appropriations for the Kansas Internship Plan will be provided prior to implementation.
2. The Kansas Internship Program is to be required of first-year teachers who are employed by an accredited education agency, and are under contract on a half-time or more basis.
3. The intern will be issued a one-year intern certificate valid for serving an internship and renewable only under extenuating circumstances.
4. A procedure will be provided by which the intern may appeal the judgment of the assistance committee regarding a recommendation for the denial of the initial five-year certificate.
5. Each intern will be assigned to an assistance committee of professional educators who will assist, support, and assess the intern throughout the year.
6. The assistance committee will include at least two certified, practicing professional educators, a senior teacher and an administrator.
7. The selection of the assistance committee will be the responsibility of the local education agency. Senior teachers will be appointed by the local education agency from a list of teachers who have been recommended by their teacher colleagues.
8. Interns will receive support, advice, and training designed to improve their classroom performance.
9. A single assessment instrument will be used to provide a standardized statewide process for the evaluation of the teaching performance of each intern.
10. Members of the internship assistance committee will be trained in both the assistance and assessment components of the Kansas Internship Plan. The assistance committee members will receive instruction in observation and conferencing skills and will possess knowledge of the anticipated problems and competencies expected of an intern.
11. The intern shall be considered a first-year teacher and shall receive pay in accordance with the salary schedule of the employing local education agency. The intern shall be eligible for all benefits and legal rights of a regular teacher. The intern will be responsible to the local board of education for adherence to local school district policies and to local education agency administration in the execution of appropriate policies and directives.
12. The Kansas Internship Plan will be implemented over a five-year period (July 1, 1985 - June 30, 1990).

IV. DEFINITIONS OF KEY TERMS

Assessment - An evaluation by observation of the intern's ability to perform specified teaching behaviors to a standard level. The final outcome of the assessment determines whether the intern is recommended for initial five-year certification.

Assistance - A process which includes a set of planned experiences designed to aid the intern's professional development in the first year of employment.

Assistance Committee - A committee of certified practicing educators who will assist, support, and assess the intern throughout the year. This assistance committee will include at least one senior teacher and administrator.

Evaluation - There are two types of evaluation required for the internship program:
Formative - The on-going assessment process of observation, consultation and improvement of the teaching performance of the intern.

Summative - The final evaluation which determines whether an intern is recommended for certification.

Intern - A first-year teacher who is employed by an accredited education agency and is under a contract on a half-time or more basis. As a requirement of certification for the one-year intern certificate, the intern must have completed student teaching as a component of the state-approved program. An individual from another state who has zero hours of teaching experience in a state-accredited school is considered an intern.

One-Year Intern Certificate - An entry-level certificate issued to an intern who has not previously taught in a state-accredited school.

The Kansas Assessment Inventory - A document identifying the behaviors to be evaluated by the assistance committee for each intern. The behaviors are rated in three categories: standard, not applicable, and below standard. For behaviors to be rated as "standard," the intern's performance must conform to or exceed the operational definition of the behaviors. A "below standard" rating is assigned if a behavior is not observed when the opportunity was available or if a negative behavior is observed. Should a behavior not be appropriate when a classroom lesson is being observed, it would be rated "not applicable."

The Kansas Internship Assessment Inventory User's Manual - A document providing directions for the assessment process. Included in the manual are an orientation to the assessment process, procedures and rules to be followed in conducting the assessment, and an abbreviated rating form on which evaluations are recorded at the end of the intern year.

Portfolio - A collection of all evidence gathered by the intern and assistance committee which is to be used as the basis for determining the certification status of the intern. The portfolio may contain, but is not limited to, the following information:

a. Transcripts from postsecondary institutions attended,
b. Student preprofessional development plan based on self-assessment after completion of a state-approved teacher education program,
c. Results of the teacher pre-certification test,
d. Formative evaluation results,
e. Individual Development Plan,
f. Intern Documentations
g. Summative evaluation results,

h. Assistance Committee's recommendation regarding certification,
i. Other information substantiating the intern's teaching performance,
j. A statement regarding the appeal process for the Kansas Internship Program which is signed by the intern and the assistance committee.

Professional Development Plan - Planned experiences designed by the assistance committee to assist the intern in achieving at least standard level on the teaching behaviors specified on the assessment inventory.

V. PURPOSES AND OBJECTIVES

The overriding purposes and objectives of the Kansas Internship Program are (1) to assist the intern in acquiring or improving teaching knowledge and skills which are essential to successful entry into the profession and (2) to protect the public interest by establishing that the intern can perform at an acceptable level of professional practice.

An internship program gives a beginning teacher the opportunity to increase skills and knowledge that are difficult to acquire through the study of theory or in hypothetical situations. An intern needs assistance in bridging the gap between theory and practice. It is an orientation or induction period to enable an intern to handle successfully typical first-year problems. It is an opportunity for interns to increase their skills of teaching.

During their first year, beginning teachers have a greater involvement in the total school program than they had during their student teaching experiences. They have complete responsibility for their classes. They manage teaching periods, supervisory tasks, extra-curricular activities, meetings, parent-teacher conferences, student evaluations and progress reports, and numerous other responsibilities.

An internship program provides first-year teachers with the opportunity to solve classroom problems while continuing to have the guidance and support of an experienced teacher and administrator. Through the accomplishment of activities defined in their Individual Development Plans, interns can improve upon the requisite skills necessary for effective teaching.

Verifying that beginning teachers can perform certain specified tasks in teaching, is critical to certifying that teachers are competent to serve in the schools of Kansas.

VI. PROGRAM OPERATION

Overview:

The internship period will consist of a full school year in a state accredited education agency. The assistance committee will meet with the intern for observation, consultation, and evaluation. The assistance committee will determine through formative and summative evaluations, whether the intern demonstrates the standard level of performance necessary to be recommended for initial five-year certification.

During the consultation conferences, the assistance committee will identify the strengths and needs of the intern and will plan activities to generate improvement. The assistance committee will provide support, advice, and training designed to improve the intern's classroom performance. The assistance provided will be consistent with the intern's assessed level of performance.

Assistance activities will be identified in a professional development plan. This plan, written by the intern and the assistance committee, will serve as a guide for the intern's continued professional development and the successful demonstration of the behaviors included in the Kansas Internship Assessment Inventory. The assistance committee will suggest activities for accomplishing objectives established in the Professional Development Plan. The committee will also work with the intern to determine the timeframe for the completion of each activity. The Professional Development Plan will be signed by the intern and assistance committee members, and will be revised and updated as often as necessary. The Professional Development Plan will be included in the intern's portfolio, and will follow the intern until the completion of the internship period.

The Assistance-Assessment Model:*

Behaviors to be Assessed: The teaching behaviors defined in the Kansas Internship Assessment Inventory are to be used to assess the performance of first-year teachers (interns) in Kansas.

Assessment Phases:

Assessment of the intern's performance on the 141 behaviors will occur in the following three phases:

1. During the first eight weeks of school, the assistance committee for each intern will assess the intern's performance on approximately 54 of the teaching behaviors. These behaviors will include such things as classroom management and discipline, organizational skills and planning skills. These behaviors are essential for a beginning teacher at the start of the school year.
2. In the months of November and December, the intern will be assessed on approximately 41 of the remaining behaviors. Phase II behaviors address classroom procedures and strategies used in the delivery of the instructional program.

*The information contained in this section was adapted from portions of the Kansas Internship Assessment Inventory User's Manual. These documents were developed by the Center for Educational Testing and Evaluation at the University of Kansas in partial fulfillment of the terms of the Agreement of Services between the Center and the Kansas State Department of Education and the Center and the Office of Educational Reseach and Improvement.

3. The intern would then be assessed on the remaining 46 behaviors during January and February. These behaviors will address such things as motivation and planning for individual differences. Assessment on all behaviors will be completed by the end of February.

The Assistance-Assessment Cycle:

At the time of the initial assessment of a behavior, the assistance committee will be making one of three decisions regarding the intern's performance:

1. the evidence collected sufficiently documents that the behavior or skill identified was demonstrated at a standard level, or
2. the evidence documents that the behavior or skill identified was not sufficiently developed or demonstrated and is, therefore, considered below standard, or
3. the opportunity to observe the behavior or skill was not available, or in the opinion of the assistance committee, the behavior is "not applicable" for the intern given his/her job responsibilities.

The provision for assistance in the Kansas Internship Program necessitates that evaluation of the intern's performance on identified behaviors occur with two different intended purposes, one formative and one summative. The formative nature of evaluation uses assessment information to provide feedback on the intern's performance. Then, if deemed necessary, when a teaching behavior is judged below an acceptable level, corrective measures can be taken by way of specified professional development activities. It is during the formative evaluation cycle that the assistance and assessment functions are to be integrated. Assessment, assistance, reassessment and continued assistance establishes a cyclic process intended to facilitate the acquisition and demonstration of those teaching behaviors judged necessary for teacher certification. Appendix C depicts this process in a flow chart.

In contrast, summative evaluation represents a final assessment and decision on the adequacy of the performance demonstrated. A summative judgement does not lead to assistance. Rather, the decisions in the summative evaluation mode are final and lay the foundational evidence on which the recommendation for teacher certification or non-certification is based. The Kansas Internship Program assessment process incorporates both forms of evaluation and provides the guidelines for transition from formative evaluation to summative evaluation.

Teaching behaviors evaluated at the standard level during initial assessment are not intended to be formally assessed again during the intern year. The formative judgments of standard behavior, therefore, become the summative judgment for these behaviors.

For those behaviors on which performance is judged below standard, assistance will be provided by the assistance committee based upon the intern's assessed need and in conjunction with guidelines to be established for delivery of such assistance. The behaviors judged below standard in an assessment phase will be carried into or beyond subsequent assessment phases depending on the timeline specified by the assistance committee and the intern, on the intern's Professional Development Plan.

This assistance-assessment cycle will continue for all behaviors judged below standard until an end-of-the-year summative judgment is made. Those behaviors still judged below standard at the summative evaluation point will constitute the evidence on which the assistance committee will base its recommendation regarding certification.

Methods of Data Collection:

Several methods are to be used to gather assessment information on the intern's performance. Where appropriate, more than one method may be used to provide data on a specific behavior. The proposed methods of data collection include:

1. in-class observation of behavior,
2. external or out-of-class observation of behavior,
3. intern documentation: teacher portfolio evidence,
4. student questionnaires, and
5. parent questionnaires.

The observation and information gathering methods to be used are to follow formal structured procedures. Such methods and procedures will follow a format which is to be provided for the assistance committee during training sessions. Multiple means of data collection have been established with the intent of finding the best possible method of assessment for each behavior. During the second year of the two year pilot phase, the method for assessing each behavior will be finalized.

Denial of Certification:

Denial of certification to an intern must be based on a minimum of three formative evaluations by the assistance committee during that intern's first year.

Appeal Process:

An appeal process will be established for those interns who are not being recommended for certification. Within twenty days of notification of the recommendation for denial of certification by the assistance committee, the intern may appeal the assistance committee's decision to not recommend certification. If the assistance committee continues to recommend denial of certification, the intern may appeal to the State Board of Education. It remains the responsibility of the intern to show that he/she has met the criteria for successful completion of the internship.

On-going Review, Revision and Evaluation of the Kansas Internship Assessment Inventory and User's Manual:

Several activities have been scheduled prior to the final adoption of the Kansas Internship Assessment Inventory and User's Manual.

1. During August, 1986, the current drafts of the Assessment Inventory and User's Manual were reviewed by a national panel of experts on teacher effectiveness and the State Advisory Committee for the Internship Program.
2. In September 1986, a field validity study was conducted to verify the job appropriateness and relatedness of the 141 behaviors.
3. During November, 1986, through May, 1987, the Kansas Internship Assessment Inventory and User's Manual will be used in a field try-out study, with 30 interns, to determine the workability of the assessment inventory.
4. Full scale piloting of the Assessment Inventory and User's Manual and the assistance component of the Internship Plan will occur during the 1987-1988 and 1988-1989 school years.

Throughout the review process, a State Advisory Committee comprised of administrators, teachers, and representatives of teacher education institutions will review and analyze results of the various studies conducted on the Assessment Inventory and User's Manual, and make their final recommendations for revision.

The Assessment Inventory and User's Manual will then be readied for full scale implementation on July 1, 1989, when one-year intern certificates will be awarded to persons beginning their first year of teaching.

VII. ROLES AND RESPONSIBILITIES

The successful implementation of the Kansas Internship Program will be dependent upon the work, cooperation, and commitment of a number of key individuals. The roles and responsibilities of the various individuals and/or groups of individuals are identified below.

A. **Intern:**

A teacher planning to work in Kansas, who has zero years teaching experience, will be required to successfully complete an internship year prior to being issued a five-year teaching certificate.

The intern will be issued a one-year intern certificate valid for serving an internship year and renewable only under extenuating circumstances.

The intern will be required to demonstrate at least a standard level of performance on the teaching behaviors identified in the Kansas Internship Assessment Inventory.

B. **Assistance Committee:**

A team of professional educators will be selected by the local education agency and trained by the state to provide assistance and assessment to first-year teachers during their internship year.

Responsibilities of the assistance committee will include the following:

1. making formative observations to diagnose and provide information with regard to the intern's level of performance on the teaching behaviors specified in the Kansas Internship Assessment Inventory;
2. working with the intern in the design and implementation of a professional development plan to address areas of concern;
3. arranging for necessary resources and support services;
4. completing a summative evaluation regarding the level of the intern's performance on all teaching behaviors required for certification,
5. maintaining a portfolio of all information required for evidence in reaching their final recommendation on the certification status of the intern.

Consistent with State guidelines for the Internship Program, it is the prerogative of local educational agencies to increase the qualifications and responsibilities of the assistance committee from their agencies.

C. **Local Education Agencies:**

All LEA's will provide assurances that the components of an internship program, specified by the State Board of Education, will be provided for all first-year teachers employed in their agencies.

Local education agencies will develop and have on file a Local Internship Plan which will be in compliance with the State Board guidelines for:

1. developing, enhancing and/or refining the skills and competencies of the intern,
2. remediating those behaviors identified as below standard on the assessment inventory.

Districts and special education cooperatives will be compensated by the state at a rate of $1,000 per intern. This stipend is to be paid to the senior teacher(s) who have the responsibility for managing the intern's planned professional development. Stipends will not, however, be available to senior teachers assisting and assessing interns in non-public schools.*

D. **State-Approved Teacher Education Institutions:**

Close collaboration between the intern, the assistance committee, and the Kansas teacher education institutions will be maintained during the internship year, whenever possible. This holds with the underlying philosophy that the professional preparation of a teacher should be viewed as beginning with entry into the institution's teacher education program and continuing through the on-going professional development of the individual. Such a system has a unique and essential contribution to make in the marriage of theory and practice necessary to produce a competent, confident professional.

Because the Kansas Internship Program is part of the professional development process of a first-year teacher, the assistance of teacher education institutions will be sought where possible and practical.

During the first year of the two-year pilot phase (Phase III), various compositions of the assistance committee will be studied. One of the possible compositions will be a three-member assistance committee which includes a teacher education representative. After sufficient data has been collected, the proposed composition of the assistance committee will be presented to the State Board of Education for approval.

In addition, teacher education institutions will be able to assist in the internship effort through the sponsoring of state seminars designed to address first-year teacher needs.

State-accredited teacher education institutions in Kansas that are interested in designing, conducting, and evaluating such a series of seminars, either independently or with another institution(s), will make application to the State Department of Education in accordance with established guidelines.

E. **State Department of Education:**

The State Department will be responsible for the overall design and implementation of the statewide internship process.

The State will train the members of the assistance committee for each intern. This training will be concentrated in the areas of assessment and assistance. Participants will receive instruction in observation and conferencing skills and will receive information about the problems and competencies expected of an intern. The cost of these training sessions and the necessary materials will be funded by legislative appropriations. The assistance committee members will be paid mileage and a per diem rate to attend the training sessions.

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*The following State Board position in regard to payment to non-public schools was adopted in September, 1986.

"In practice, school equalization aid is not provided to nonpublic schools. Additionally, K.S.A. 72-9601 *et seq.* states that only public school districts are to receive inservice funds. These accepted practices establish clear precedence for not providing state funds to teachers in nonpublic schools who participate on assistance committees in the internship program. Nonpublic school teachers serving on internship assistance committees, therefore, will not receive the $1,000 stipend. Materials and training, however, will be available for any nonpublic school teachers and administrators wishing to participate in the internship program."

In addition, the State will provide resources for seminars which address the needs of interns. These needs will be identified through a statewide assessment of interns' perceived needs. The seminars will be presented at various locations throughout Kansas, dependent upon the location of the interns. Funding for the development of the seminars will be provided by the State to the sponsoring Kansas-approved teacher education institutions and/or local education agencies, at a prescribed rate. The interns will be reimbursed for mileage to attend the seminars.

VIII. EVALUATION OF KANSAS INTERNSHIP PROGRAM

It is necessary for the State Department of Education to measure the impact of the Kansas Internship Program. This can best be accomplished in a longitudinal study which will determine whether the Kansas Internship Program positively affects teacher performance. Results of this study would be used to improve both the assistance and assessment components of the Internship Program.

More immediately, the State Department will be able to note the number of interns who successfully complete the program. At the end of each academic year, local educational agencies will report to the State Department of Education the names of interns employed, the teacher education institutions which they attended, and whether they were recommended by the assistance committee for certification. The cost of the program as to the value gained over both a short and long term will likewise be determined.

The State Department of Education will also conduct a statewide evaluation of the implementation of the Kansas Internship Program following each year of the pilot phase (FY 88 and Fy 89). Results of these evaluations will be used to improve the operational mechanics of the program.

APPENDICES

APPENDIX A
STATE ADVISORY COMMITTEE FOR THE INTERNSHIP PROGRAM
1986-1987

Christy Levings, Elementary School Teacher, Louisburg

Betty Amos, Elementary School Teacher, Colby

Barbara Attivo, Junior High School Teacher, Wichita

Ramona Haney, Junior High School Librarian, Garden City

Seth McClintock, Senior High School Teacher, Shawnee Mission

Sister Marie Kelley, Senior High School Teacher, Beloit

Leo R. Lake, Superintendent, Abilene

Shirlie Hutcherson, Assistant Superintendent, Hutchinson

(To Be Determined), Elementary School Principal

Dale Krueger, Junior High Principal, Hugoton

Don Halbower, Senior High School Principal, Great Bend

Linda Eisenbise, Staff Development Coordinator, Colby

Walt Mickler, Special Education Coordinator, Salina

Joyce Scammahorn, Special Education Coordinator, Shawnee Mission

(To Be Determined), Accredited Nonpublic School Administrator

Stuart Ervay, Director, Jones Institute for Educational Excellence, Emporia State University

Barbara Fabert, Assistant Professor of Education, Emporia State University

Tom Pickering, Dean of School of Education, Fort Hays State University

***Judy Pickle,** Assistant Professor of Education, Kansas State University

***Geraldine Roberts,** Director of Teacher Selection, Pittsburg State University

Gordon Wiebe, Head of Department of Education, Tabor College

Jane Rogers, Professor of Education, Southwestern College

***Robert R. Dunwell,** Chairperson, Department of Education, Washburn University

James Fisher, Professor of Education, Wichita State University

***Jerry Bailey,** Associate Dean, School of Education, University of Kansas

Jack Barnett, Local School Board of Education Member, Pittsburg

Department and Contractor Staff:

Kathy Boyer, Internship Specialist, Kansas State Department of Education

Kathleen Homlish, Coordinator, Teacher Education, Accreditation, Internship, Inservice, Kansas State Department of Education

John Poggio, Co-Director, Center for Educational Testing and Evaluation (CETE), University of Kansas

Douglas R. Glasnapp, Co-Director, CETE

Judith Burry, Internship Project Director, CETE

*New Members to the committee

APPENDIX B

House Concurrent Resolution No. 5087

A CONCURRENT RESOLUTION requesting the State Board of Education to develop an intern year program for beginning teachers and a plan for implementation and maintenance thereof for submission to the Legislature.

WHEREAS, The quality of public education enhances the quality of life for all Kansas; and

WHEREAS, The quality of public education has a direct and positive impact on the future of Kansas children; and

WHEREAS, The quality of elementary and secondary education is a major factor in the economic growth of our state; and

WHEREAS, Quality education can only be attained by the presence of quality teachers; and

WHEREAS, The teaching skills of beginning teachers can be enhanced by establishment of a one-year internship and

WHEREAS, The Legislature recognizes the need to assist and monitor beginning teachers' performance in the classroom; and

WHEREAS, The State Board of Education is in charge of teacher certification requirements and has responsibility for quaranteeing that Kansas schools have effective educators: Now, therefore,

Be it resolved by the House of Representatives of the State of Kansas, the Senate concurring therein: That the Legislature hereby requests the State Board of Education to develop an intern year program for beginning teachers and a plan for implementing and maintaining the same; and

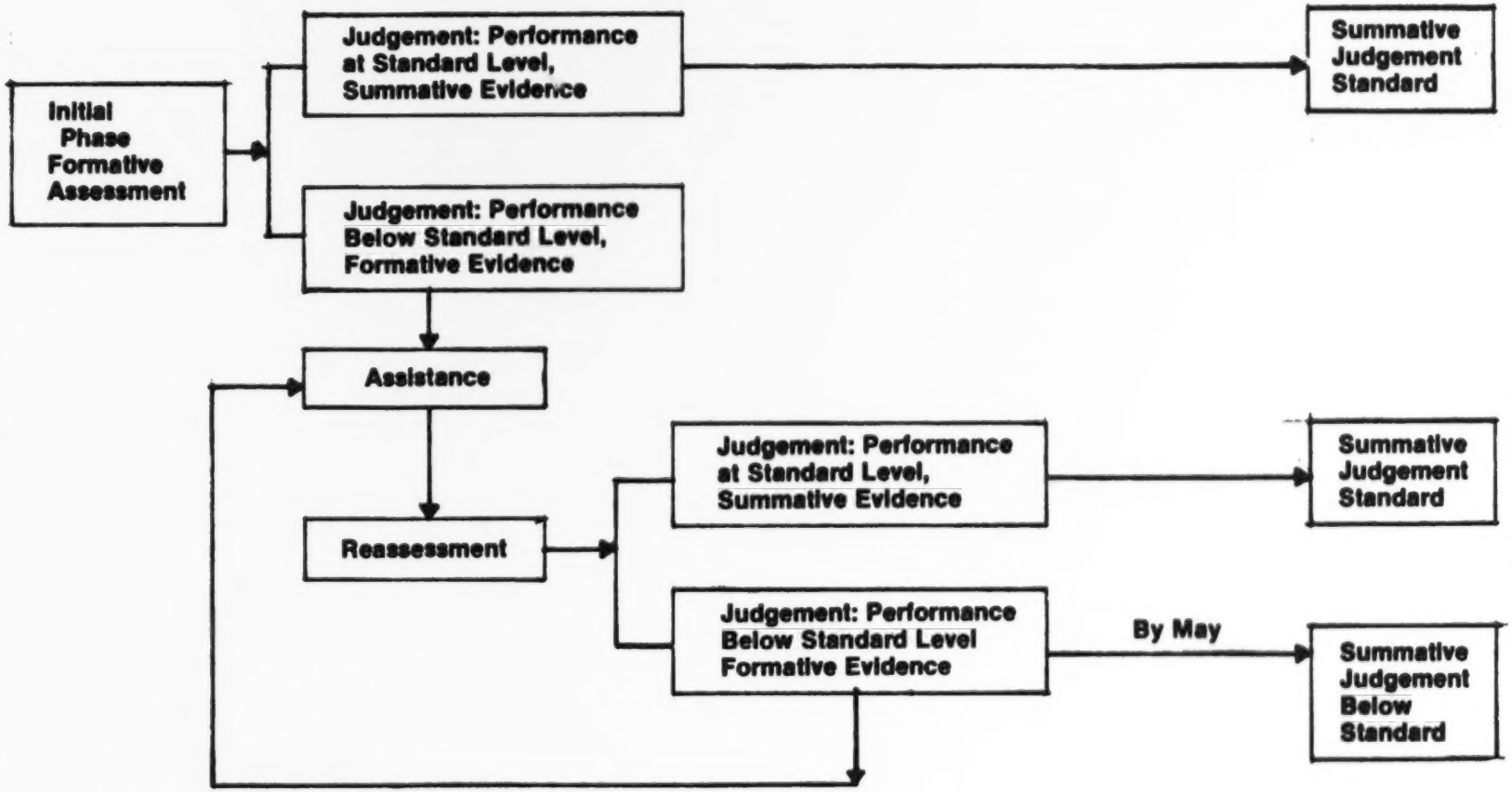
Be it further resolved: That the intern year program should be developed to include the monitoring of a teacher's first year of teaching by a three-person panel of professionals, a building level school administrator and a representative of a teacher education institution within the the state; and

Be it further resolved: That the Legislature requests the State Board of Education to submit the intern year program and the plan for implementation and maintenance thereof to the Legislature at the commencement of its regular session in 1985; and

Be it further resolved: That the Secretary of State is hereby directed to send enrolled copies of this resolution to each member of the State Board of Education and to the Commissioner of Education.

Adopted by the House April 27, 1984
Adopted by the Senate April 27, 1984.

THE ASSISTANCE-ASSESSMENT CYCLE


Initial Phase Formative Assessment
Judgement: Performance at Standard Level, Summative Evidence
Summative Judgement Standard
Judgement: Performance Below Standard Level, Formative Evidence
Assistance
Reassessment
Judgement: Performance at Standard Level, Summative Evidence
Summative Judgement Standard
Judgement: Performance Below Standard Level Formative Evidence
By May
Summative Judgement Below Standard

APPENDIX C